

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kebutuhan materi ajar Maharah Kalam pada siswa MA Jamilurrahman ditinjau dari aspek situasional, linguistik, dan afektif, mengidentifikasi faktor pendukung dan penghambat pembelajaran Maharah Kalam, serta mendeskripsikan karakteristik dan tema materi ajar yang relevan dan kontekstual berdasarkan kebutuhan siswa. Penelitian ini dilatarbelakangi oleh ketidaksesuaian antara materi ajar dengan kondisi aktual siswa sehingga pembelajaran Maharah Kalam belum berjalan secara optimal.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari guru bahasa Arab dan siswa kelas X IPA MA Jamilurrahman yang berjumlah 15 siswa. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menggunakan pendekatan *Present Situation Analysis* (PSA) untuk memetakan kondisi aktual pembelajaran dan kebutuhan nyata siswa.

Hasil penelitian menunjukkan bahwa siswa membutuhkan materi ajar Maharah Kalam yang lebih kontekstual, komunikatif, sederhana, dan sesuai dengan kehidupan sehari-hari mereka. Dari aspek situasional, materi ajar yang digunakan masih kurang relevan dengan realitas siswa. Dari aspek linguistik, siswa masih mengalami kesulitan dalam penguasaan kosakata, penyusunan kalimat, dan berbicara bahasa Arab. Dari aspek afektif, sebagian besar siswa masih kurang percaya diri dan takut melakukan kesalahan ketika berbicara. Faktor pendukung pembelajaran meliputi kompetensi guru, lingkungan madrasah berbasis keislaman, dan interaksi guru dengan siswa. Adapun faktor penghambat meliputi keterbatasan materi ajar yang kontekstual, rendahnya kemampuan linguistik siswa, metode pembelajaran yang masih berfokus pada teks, serta kurangnya penggunaan media pembelajaran. Berdasarkan hasil analisis kebutuhan, materi ajar yang direkomendasikan adalah materi yang kontekstual, komunikatif, sederhana, dan dekat dengan kehidupan siswa.

Kata Kunci: Analisis Kebutuhan, Materi Ajar Maharah Kalam, *Present Situation Analysis* (PSA), *Communicative Language Teaching* (CLT).

ABSTRACT

This study aims to analyze the needs of Maharah Kalam teaching materials for students of MA Jamilurrahman in terms of situational, linguistic, and affective aspects, to identify the supporting and inhibiting factors in Maharah Kalam learning, and to describe the characteristics and themes of relevant and contextual teaching materials based on students' needs. This study was motivated by the mismatch between the existing teaching materials and the actual conditions of the students, resulting in less optimal implementation of Maharah Kalam learning.

This study employed a qualitative approach with a descriptive case study design. Data were collected through observation, interviews, and documentation. The research subjects consisted of one Arabic language teacher and 15 students of class X IPA at MA Jamilurrahman. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Furthermore, the study applied the Present Situation Analysis (PSA) approach to identify the actual learning conditions and the real needs of the students.

The findings revealed that students need Maharah Kalam teaching materials that are more contextual, communicative, simple, and closely related to their daily lives. From the situational aspect, the existing teaching materials were found to be less relevant to the students' real-life context. From the linguistic aspect, students experienced difficulties in vocabulary mastery, sentence construction, and oral communication in Arabic. From the affective aspect, most students lacked self-confidence and were afraid of making mistakes when speaking Arabic. Supporting factors included teacher competence, the Islamic-based school environment, and positive teacher–student interaction. Meanwhile, inhibiting factors included the limited availability of contextual teaching materials, students' low linguistic competence, text-oriented learning practices, and the lack of instructional media. Based on the needs analysis, the recommended teaching materials should be contextual, communicative, simple, and closely aligned with students' daily experiences.

Keywords: Needs Analysis, Maharah Kalam Teaching Materials, Present Situation Analysis (PSA), Communicative Language Teaching (CLT).